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ABSTRACT

This paper presents a formula for writing critical thinking assignments on different academic levels which professors can use in training elementary and secondary educators and in developing critical thinkers at different academic levels. The paper includes lists of terminology, instructional materials, and assignments at various academic levels which may be combined into a variety of assignments. The paper concludes with a series of 20 brief testimonials to the efficacy of the formula. (RS)

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REASONS FOR PUBLISHING MANUSCRIPT

I believe my manuscript should be published because it presents a practical formula that (a) professors could utilize in training elementary/secondary educators, (b) develops critical thinkers at different academic levels, and (c) really works!

ABSTRACT

This paper presents a formula on writing critical thinking assignments on different academic levels. It is suggested that the formula be utilized by professors in training elementary/secondary educators. Evaluative statements are included in the paper.

INTRODUCTION

This paper presents a formula on writing critical thinking assignments on different academic levels. It is suggested that the formula be utilized by professors in training elementary/secondary educators.

The formula is the result of the author's teaching experiences at Nova University and Florida Memorial College.

FORMULA

Terminology + Instructional Materials + Different Academic Level Assignments = Developing Critical Thinker

Terminology	Instructional Materials	Level Assignments
research	panoramas	Example of a social studies skill adapted to different levels -
analyze	tape recorder	
distinguish	posters	
explain	newspapers	
interpret	photographs	Skill - Present at least two sides to a controversial global issue, suggest solutions, and analyze the consequences of each solution.
verify	models	
state	drawings	
document	surveys	
modify	maps	
propose	charts	
assess	graphs	
infer	audio visual materials	On Grade Level - Discuss on tape, the long - range implications of a conflict between the United States and another country. Time Limit - 5 minutes
design	diagrams	
construct	exhibits	
measure	artifacts	
organize	student-constructed texts	
observe		
hypothesize		
apply		Above Average - Research how a conflict between the United States and another country was resolved. Discuss your findings on tape. Time Limit - 5 minutes
predict		
compare		
contrast		
generalize		
evaluate		
		Average - Summarize the newspaper article in two Summary should include your analysis of the conflict.
		*Remedial - Using the hand-out, respond to the questions on tape:
		1. State the conflict between the two countries
		2. State your opinion about the solution(s) to the conflict.

*For remedial students, synonyms may be substituted for some of the terms.

METHOD

The author located 50 of her former students who were enrolled in education courses at Nova University or Florida Memorial College between 1979-1988.

Between January-February, 1989, participants were requested to submit a written evaluation regarding the formula.

RESULTS

Statements from all the participants revealed the effectiveness of the formula.

Sample Statements

(1) "Using the formula, it can be compared to reaching children how to dive in unknown waters. The "Terminology" and the "Instructional Materials" become the steps up to the diving board. The diving board will be the assignments on different levels. Utilizing all components of this formula allows children to swim the waters of critical thinking." Karen Gant, Elementary Educator

(2) "The formula provides the teacher with an eclectic approach to meet a variety of students' needs, therefore; unfolding a phenomena of critical thinkers." Thelma Connor, Elementary Educator

(3) "By utilizing this innovative formula, I have discovered that it is an excellent tool for elevating the student's creative thinking level." Inger Turner, Media Specialist

(4) "In using the critical thinking formula in my classroom, I have noticed an improvement in students reasoning skills." Lynda M. Jimenez, Elementary Educator

(5) "The terms will definitely develop higher level thinking. Students will have to analyze and interpret information rather than recall the information." Suzanne Harris, Elementary Educator

(6) "In utilizing the terms, I have seen a tremendous change in my students. It has motivated the students to apply this formula to problem solving in mathematics." Sharon A. Robinson, Elementary Educator

(7) "When a student is able to analyze material at his/her own academic level, success will follow. Success, further heightens the student's development by providing the motivation needed to promote critical thinking." Randy Milliken, Secondary Educator

(8) "I concur the terminology used in this formula is an excellent tool in developing critical thinkers. Blended with the instructional materials, the teacher will increase the student's level of critical thinking." René Edwards, Secondary Educator

(9) "The formula provides a number of ways to build a young child's concentration. Working on assignments on different levels, gives the teacher an opportunity to focus on each child's level individually. Utilizing the instructional materials, will enable the child to grasp concepts for a longer period." Mylinda Johnson, Elementary Educator

(10) "In the junior high school setting, the formula stimulates students and gives them a starting point." Daisy Gardner Lester, Secondary Educator

(11) "Using the formula will enable the student to work at his/her level in a more critical fashion." Carolyn Wright Clark, Elementary Educator

(12) "The formula is effective because it includes a multi-media, multi-sensory approach. Most people learn via a variety of modalities. Teachers need to learn that message and structure their lessons in this format." Maxine Shirley, Elementary Educator

(13) "The formula has allowed me to provide students with assignments appropriate to their academic level, enhance their creativity, and evaluate different learning styles." Carsandra Mitchell, Elementary Educator

(14) "I have used this formula with my First Grade class. The results have amazed me." Olivia Hung-Simons, Elementary Educator

(15) "If the formula is used in the classroom on a daily basis, it will develop a student's critical thinking skills. Further, it will serve as a foundation to enhance a student's desire to learn." Marilyn Stevens Wood, Elementary Educator

(16) "The formula proves that exposing students to various media coupled with challenging assignments will develop critical thinkers." Sharrie R. Dean, Elementary Educator

(17) "The challenge for the learner will be the terms and using the instructional materials. Both will enable the student to express his/her creativity at his/her academic level." Gwendolyn A. Page, Elementary Educator

(18) "After using the formula, I have found that students quickly grasp material on their level." Eula Ward, Elementary Educator

(19) "By utilizing the formula, primary and intermediate students are able to develop good listening skills, research skills, and their language development. As a result, students will become critical thinkers." Laurestine Porter Hamm, Media Specialist

(20) "The formula made me realize that teaching critical thinking is a difficult but stimulating process." Margaret DeShazior McGintis, Elementary Educator

RECOMMENDATIONS

Colleges of education should devise a course on writing critical thinking assignments on different academic levels. Professors teaching the course should be highly-motivated, creative, and patient.

REFERENCES

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